

Abstract:

The integrity and success of an implemented system is always directly dependent on the optimised relationship between input and output (Lyotard, 1979). Hypertext environments and Internet in general offer a great educational potential only if they are fully appreciated by the policy makers and the end users themselves including teachers. The involvement of technology in education has always been characterised by systematic cycles of failures or incomplete successes. The nature of Internet and the World Wide Web are still shrouded in mystery and their validity and implementation still brings a sense of unease clearly related to the problem of alienation. Probably if Internet is readily available in schools for long enough to allow proper internalisation and naturalisation by all the participants then it could be appreciated and utilised more effectively.

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